

# LEARNING TECHNOLOGIES LESSON PLAN

## TITLE

**Enjoy your meal!**

## TOPIC

Food

## TYPE OF SCHOOL AND STUDENTS' AGE

Catering & hospitality school, 15-year-old students.

## LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

Computer room or tablets used in the classroom.

## LEARNING AIMS

Main aims:

Revising food vocabulary

Revising functions used to order food and drinks

Revising expressions to indicate food quantities

Developing speaking skills (through controlled and less-controlled practice activities) for revision of previously taught language

Subsidiary aims:

Learning how to use a new software

Making an apple crumble (following the steps of the recipe) during a cooking lesson

## TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

Hot Potatoes software

## METHODOLOGY AND TEACHING PROCEDURES

The five exercises can be performed in class using a tablet or in the computer room. They will be used as a revision of a unit on food done previously, therefore the key vocabulary has already been taught and there is no real presentation of new target language. The whole lesson shouldn't last more than one hour. This lesson is based mainly on the communicative approach, but some of the activities can also be linked with the audio-lingual method.

The crossword exercise (Apple Crumble Recipe Ingredients) should be done first as it contains the vocabulary used in the recipe, which is the cloze test exercise. This part should take max 10 minutes. Before doing the cloze test exercise (Apple Crumble Recipe), it's important to spend a few minutes revising some vocabulary, especially a few verbs that students might not remember (like "sprinkle" and "rub in"). This revision can be done orally, eliciting the information from the students, using a few supporting images and miming the actions used in the recipe. This part shouldn't take more than 15 minutes.

The matching exercise (Quantities) should be done after a quick revision of the main expressions used to indicate food quantities. As before, the teacher could use a few food and drink images, elicit the information from the students and drill a few words. This part shouldn't take more than 15 minutes.

The three mixed-up sentence exercises (At The Restaurant 1,2,3) and the quiz (Waiter & Guest) should be done after a quick revision of the main functions used to order food & drinks in a bar or restaurant. This revision could be done through a role-play activity in pairs: one student will be the guest, the other one will be the waiter. This part shouldn't last more than 20 minutes.

Ideally during a cooking lesson students should have the opportunity to make a real apple crumble.

## BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
S/he explains that the exercises will be used as a revision activity.	
S/he explains how to perform the crossword exercise.	Students perform the crossword exercise on their own. They can ask for hints if they don't remember the words.
The teacher revises some vocabulary related to the recipe.	After the revision, the students perform the cloze test exercise.
The teacher shows a few images to revise the expressions used to indicate food containers and quantities.	After the revision, the students perform the matching exercise.
The teacher makes the students perform a role play activity to revise the functions used to order food & drinks in a bar/restaurant.	After performing the role play activity in pairs, the students do the 3 mixed-up sentence exercises and the quiz.

#### ASSESSMENT (weak and strong points, learning added value)

Weak points: the preparation of the exercises can be rather time consuming. It's essential to have a suitable learning environment available (like a computer room or tablets).

Strong points: students can enjoy themselves & revise at the same time. Their motivation is higher because they use a different tool to revise which is game-like. Images linked with words projected on a screen (in a computer room and/or using tablets) have a high visual impact and students are likely to remember them more easily. These exercises are more interactive than the usual exercises presented in a book: students "act" more and are more engaged.

If we gather positive feedback during the performance of these activities, we might decide to teach students how to use the Hot Potatoes software to create revision exercises for their classmates.